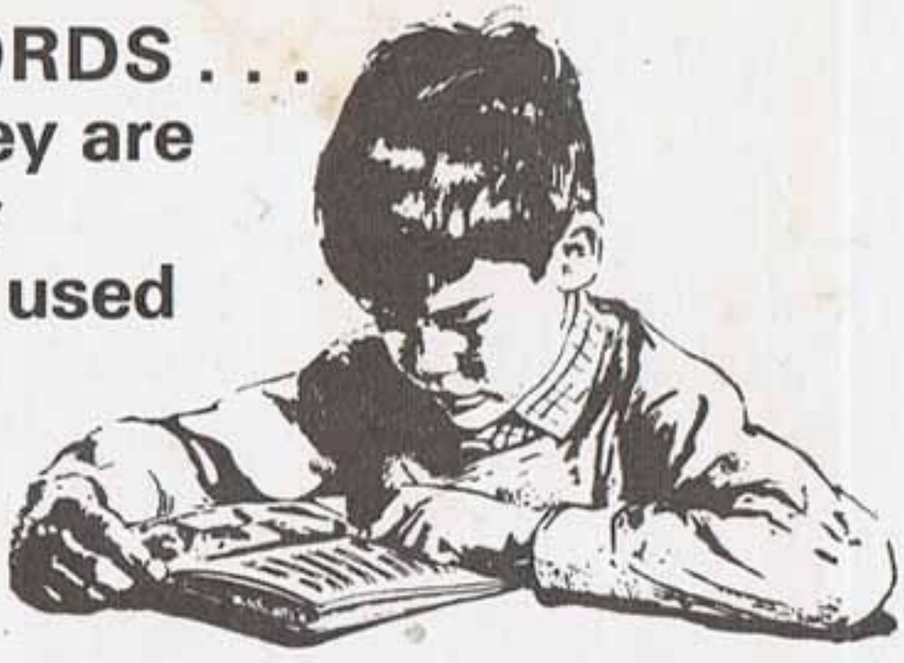
5c

More sounds to say

The Ladybird Key Words Reading Scheme

KEY WORDS . . . what they are and how they are used



Some of the words in the English language are used much more frequently than others. These words which appear more frequently can be called Key Words.

Research shows that twelve of these Key Words make up one quarter of all those we read and write. One hundred of them form half, and three hundred about three-quarters, of the total number of words found in juvenile reading. *Reading skill is accelerated if these important words are learned early and in a pleasant way.*

The Ladybird Key Words Reading Scheme is based on these commonly used words. Those used most often in the English language are introduced first—with other words of popular appeal to children. All the Key Words list is covered in the early books, and the later titles use further word lists to develop full reading fluency. The total number of different words which will be learned in the complete reading scheme is nearly two thousand. The gradual introduction of these words, frequent repetition and complete 'carry-over' from book to book, will ensure rapid learning.

The full-colour illustrations have been designed to create a desirable attitude towards learning—by making every child *eager* to read each title. Thus this attractive reading scheme embraces not only the latest findings in word frequency, but also the natural interests and activities of happy children.

Each book contains a list of the new words introduced.

W. MURRAY, the author of the Ladybird Key Words Reading Scheme, is an experienced headmaster, author and lecturer on the teaching of reading. He is co-author, with J. McNally, of 'Key Words to Literacy'—a teacher's book published by The Schoolmaster Publishing Co. Ltd.

THE LADYBIRD KEY WORDS READING SCHEME has 12 graded books in each of its three series—**'a'**, **'b'** and **'c'**. As explained in the handbook 'Teaching Reading', these 36 graded books are all written on a controlled vocabulary, and take the learner from the earliest stages of reading to reading fluency.

The **'a'** series gradually introduces and repeats new words. The parallel **'b'** series gives the needed further repetition of these words at each stage, but in different context and with different illustrations.

The **'c'** series is also parallel to the **'a'** series, and supplies the necessary link with writing and phonic training.

An illustrated booklet—'Notes for Teachers'—can be obtained free from the publishers. This booklet fully explains the Key Words principle and the Ladybird Key Words Reading Scheme. It also includes information on the reading books, work books and apparatus available, and such details as the vocabulary loading and reading ages of all books.

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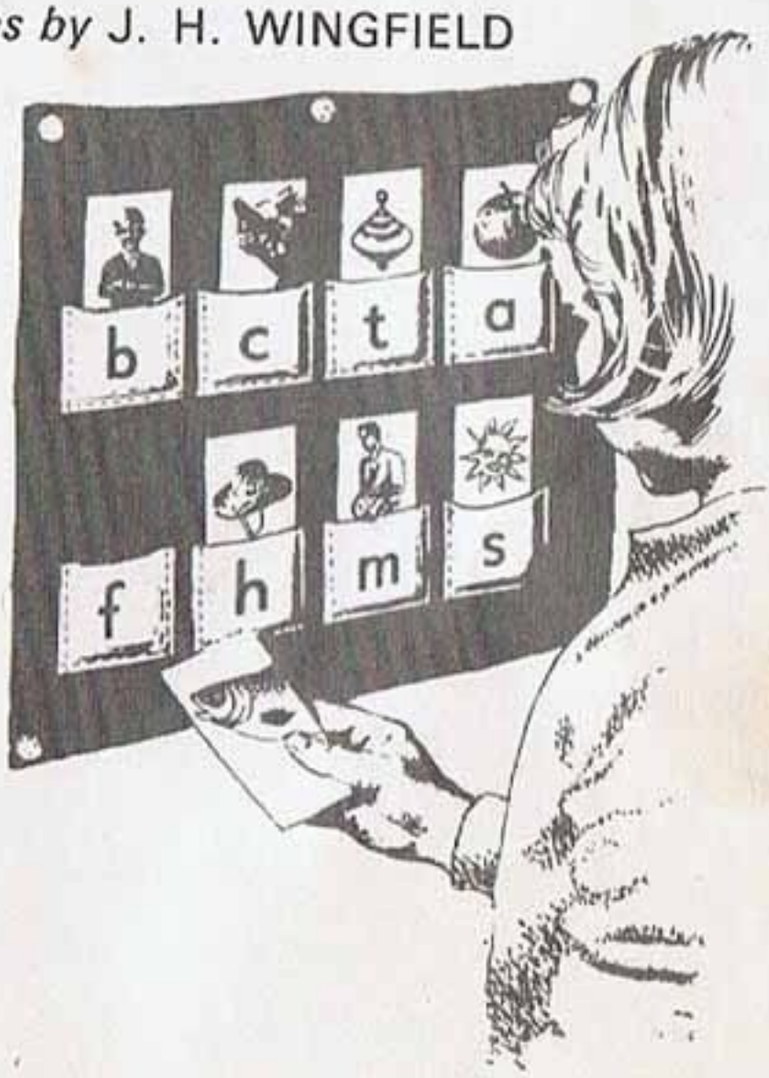
BOOK 5c

The Ladybird Key Words Reading Scheme

More sounds to say

by W. MURRAY

with illustrations by J. H. WINGFIELD



Ladybird Books Ltd Loughborough

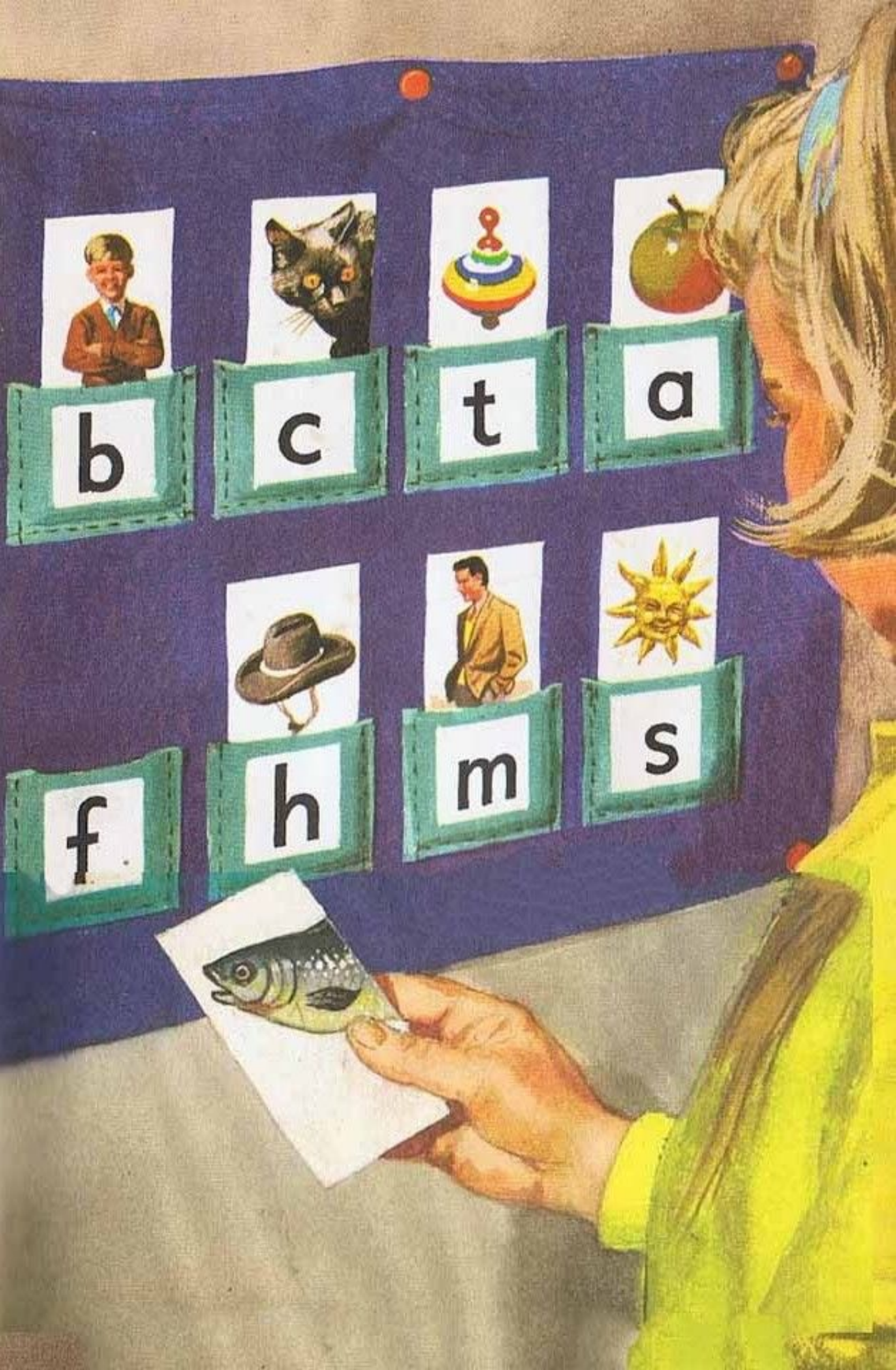
The girl has some cards. Each card has a picture on it.

She looks at the picture on each card and puts it with the letter sound.

There are pictures of a boy, a cat, a top, an apple, a fish, a hat, a man, and the sun.

The letter sounds are **b**, **c**, **t**, **a**, **f**, **h**, **m**, and **s**.

Sounds we know from Book 4c

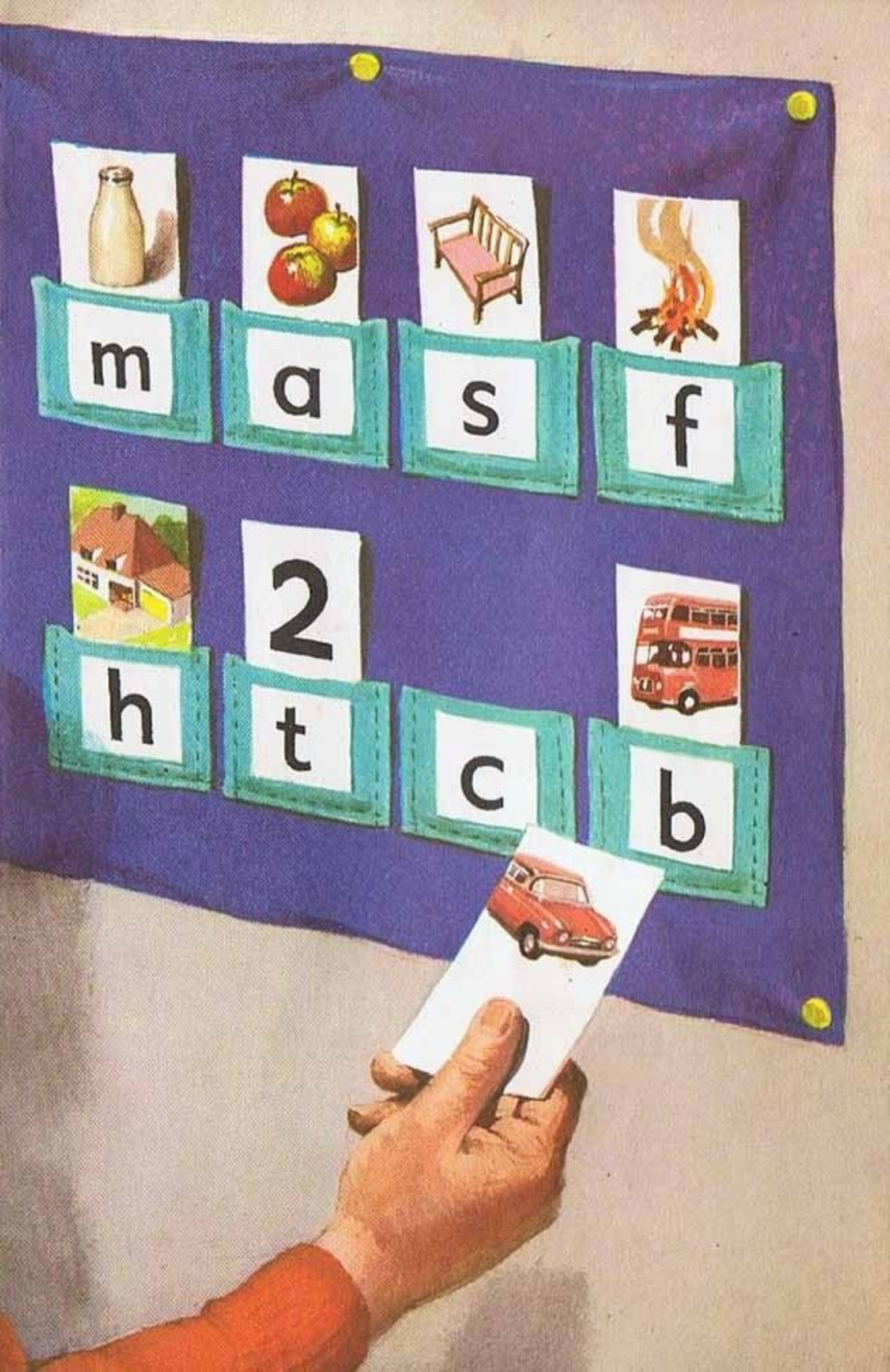

b
c
t
a
f
h
m
s

The boy has some cards. There is a picture on each card.

He looks at the picture on each card. Then he puts the card with the letter sound.

There are pictures of some milk, some apples, a seat, a fire, a house, two, a car, and a bus.

The letter sounds are **m**, **a**, **s**, **f**, **h**, **t**, **c**, and **b**.


m a s f
2
h t c b

Here is some ink.

Say the word ink.
What is the sound
when you start to say **ink**?

Here is an inch.

Say the word inch.
You make the **i** sound
when you start to say **inch**.

Here is an insect.

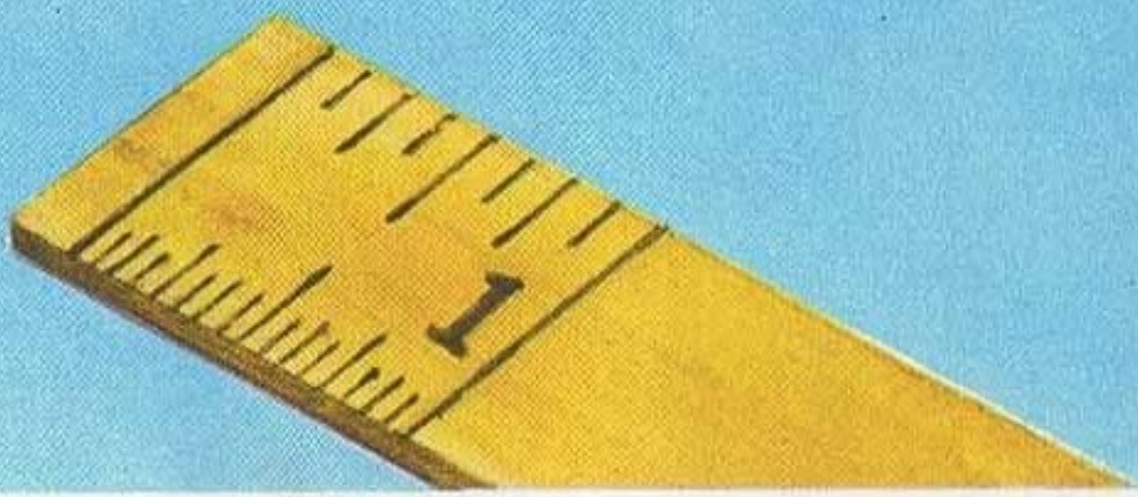
Say the word insect.
What is the sound
when you start to say **insect**.

Here is an Indian.

Say the word Indian.
You make the **i** sound
when you start to say **Indian**.

i

i



i

i

Here is an egg.

Say the word egg.
What is the sound
when you start to say **egg**?

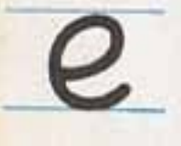
Here is an elephant.

Say the word elephant.
You make the **e** sound
when you start to say **elephant**.

Here is an entrance.

Say the word entrance.
What is the sound
when you start to say **entrance**?

Here is an exit.



Say the word exit.
You make the **e** sound
when you start to say **exit**.

e

e

e

e

Here is an orange.

Say the word orange.
What is the sound
when you start to say **orange**?

Here is an ostrich.

Say the word ostrich.
You make the **o** sound
when you start to say **ostrich**.

Here is an ox.

Say the word ox.
What is the sound
when you start to say **ox**?

Here is an otter.

Say the word otter.
You make the **o** sound
when you start to say **otter**.

O

O

O

O

The boy is up.

u Say the word up.

What is the sound
when you start to say **up**?

The dog is under.

u Say the word under.

You make the **u** sound
when you start to say **under**.

It is an umbrella.

u You say umbrella.

How do you start
when you say **umbrella**?

Here is an umpire.

u Say the word umpire.

You make the **u** sound
when you start to say **umpire**.

u

u

u

u

You can read all the words when you make the sounds—

1. Dan has a ham.
   The ham is fat.

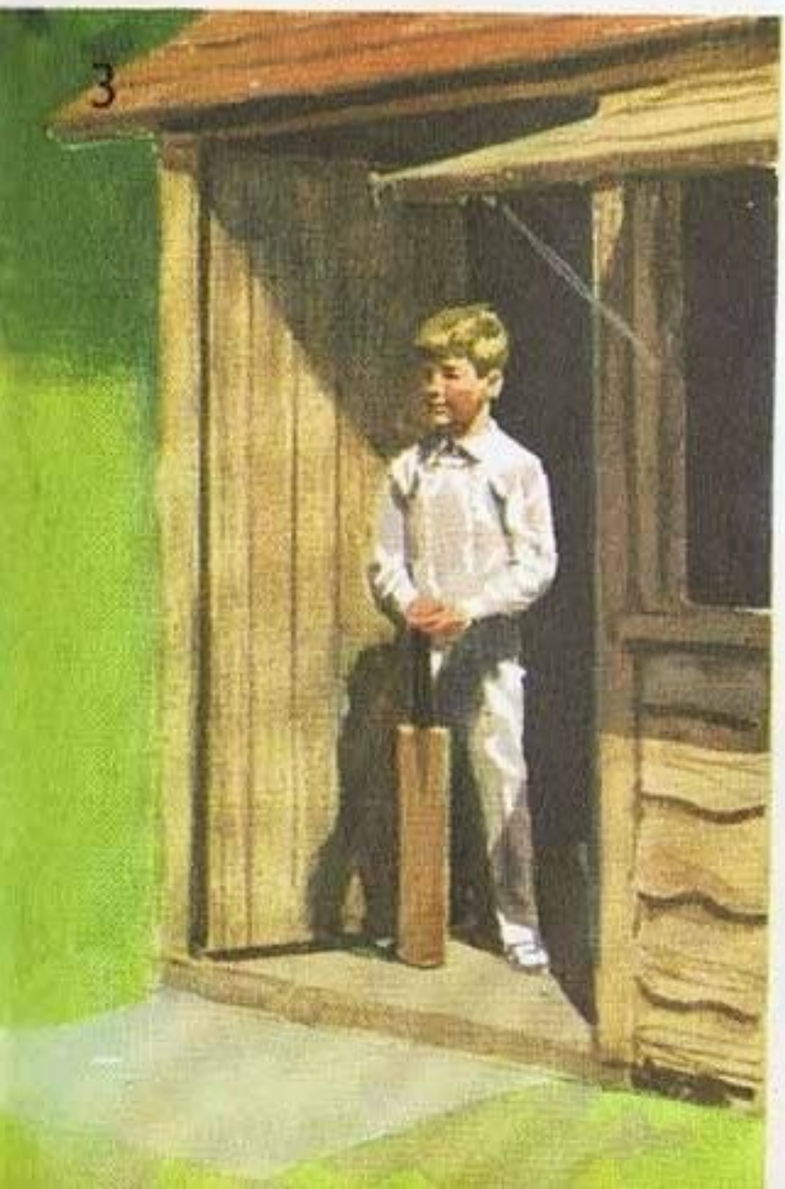
2. Jill has a hat.
   Jill has a cat.

3. Bob is in a hut.
   He has a bat.

4. It is hot.
   Tom is fit.

1

2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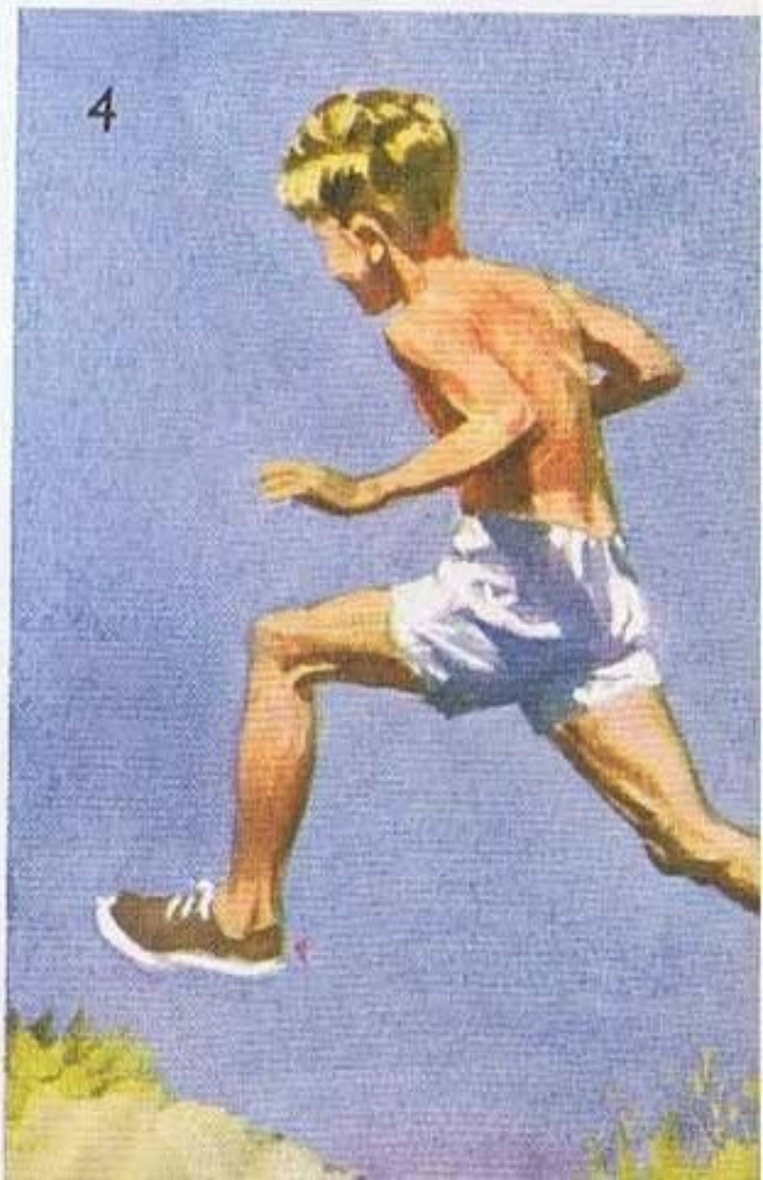

4

Here is a dog.

I can say dog.

It starts with **d**.

Here is a doll.

I can say doll.

It starts with **d**.

Here is a door.

I can say door.

It starts with **d**.

Here is a duck.

I can say duck.

It starts with **d**.

d

d

d

d

g

This is a girl.

We can say girl.

It starts with **g**.

g

This is a gun.

We can say gun.

It starts with **g**.

g

This is a gate.

We can say gate.

It starts with **g**.

g

This is a goose.

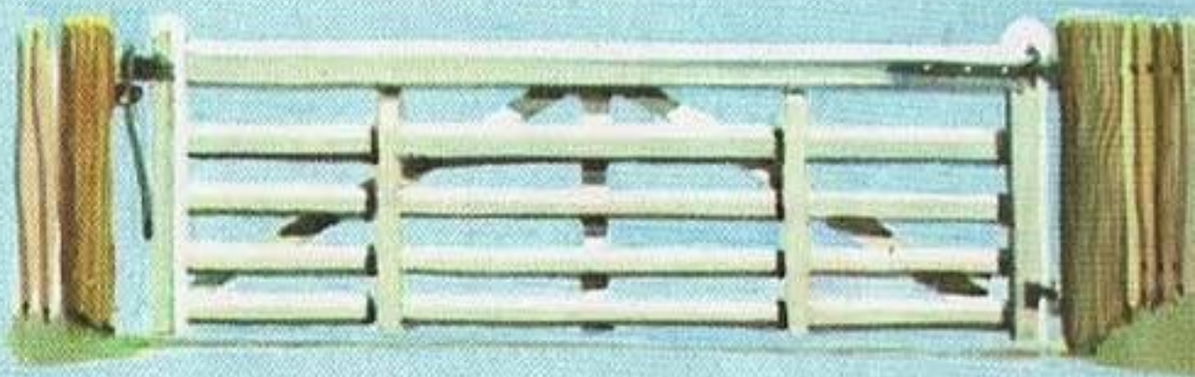
We can say goose.

It starts with **g**.

g

g

g



g

It is a letter.

You say letter.

It starts with **l**.

It is a log.

You say log.

It starts with **l**.

It is a leg.

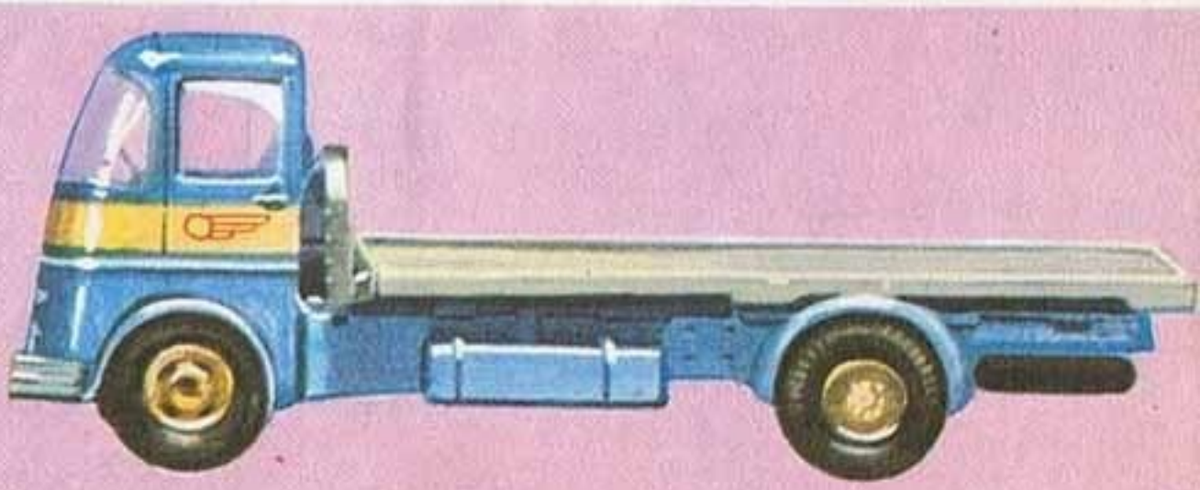
You say leg.

It starts with **l**.

It is a lorry.

You say lorry.

It starts with **l**.



We see a net.

We can say net.

It starts with **n**.

We see a nest.

We can say nest.

It starts with **n**.

We see a nine.

We can say nine.

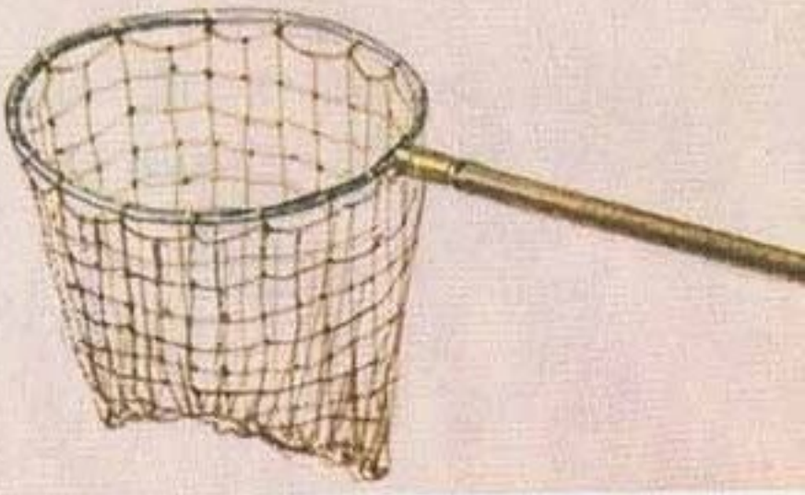
It starts with **n**.

We see a nurse.

We can say nurse.

It starts with **n**.

n



n

n

n

You can read all the words when you make the sounds—

1. The bag is big.
   It is a big bag.

2. The dog is hot.
   It is hot in the sun.

3. It is a cat.
   It is a fat cat.

4. He is fit.
   He is a fit man.

5. He has a bat.
   He puts the bat in the hut.

6. He has a tin.
   It is ham in the tin.

7. He is in bed.
   He has cut his leg.

8. The sun is hot.
   It is not hot in the hut.

1

2

3

4

5

6
HAM

7

8

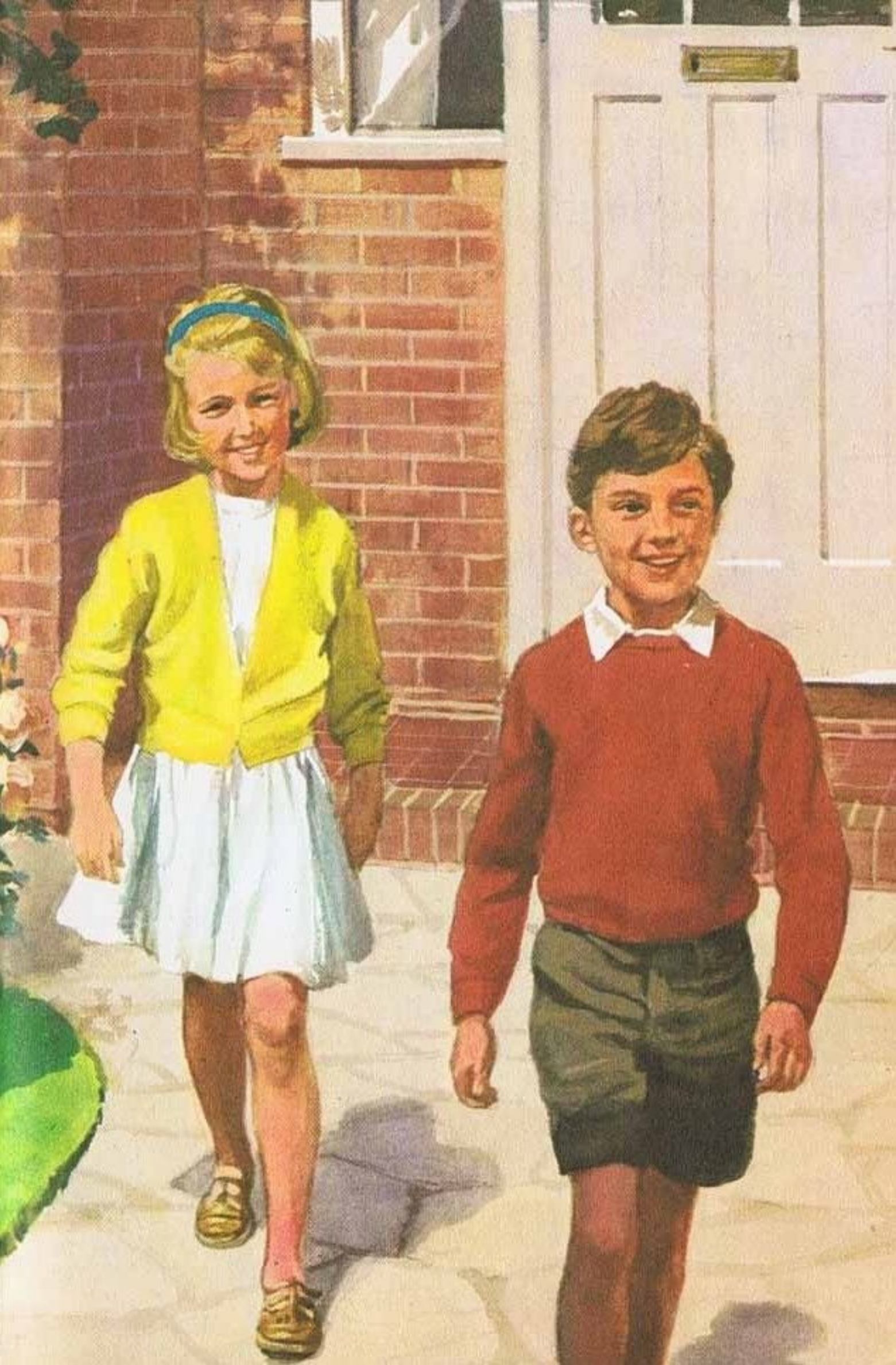
Peter and Jane are going out this afternoon. They know a brother and sister who have a house-boat. The boy is Sam and the girl is Bess. Peter and Jane are going to see them this afternoon on the house-boat.

"We will go by bus and then walk there," says Peter. "I know how to get to the boat."

Copy out and complete—

1. Peter and Jane will —o by bus.
2. The —irl is Bess.
3. The boy —s Sam.
4. Peter and Jane —ike Sam and Bess.

The answers are on Page 48



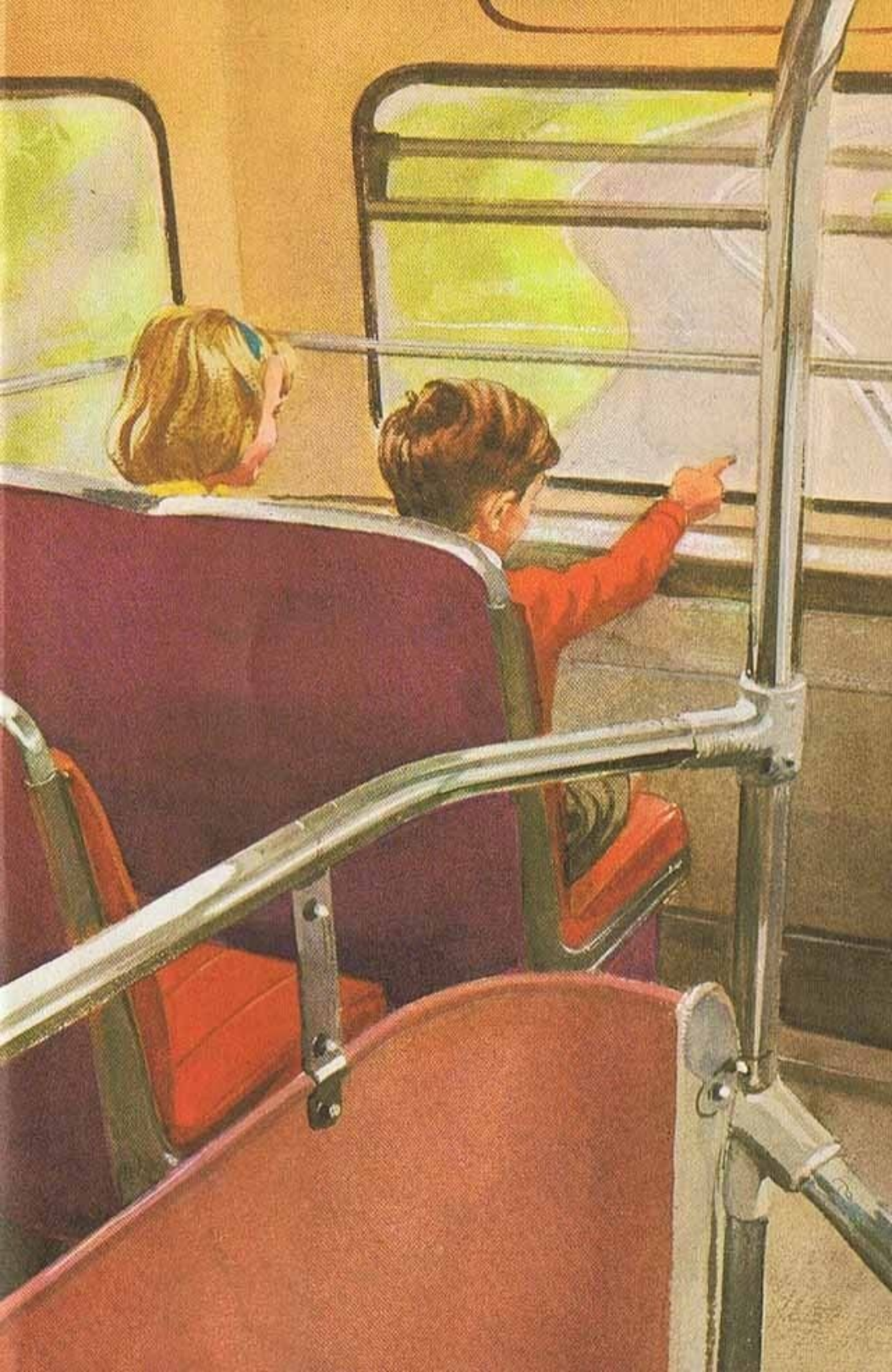
Peter says he knows which bus to take. Soon they are on the top of the bus as it is going up the street. They talk about the house-boat and about Sam and Bess.

They get off the bus and walk up a hill. "We will see the house-boat from the top of the hill," says Peter.

Copy out and complete—

1. Peter says "Here —s the bus."
2. It is going —p the street.
3. They get —ff the bus.
4. They walk up the —ill.

The answers are on Page 48



As the brother and sister get to the top of the hill they look down at the water. Now they can see where the house-boat is.

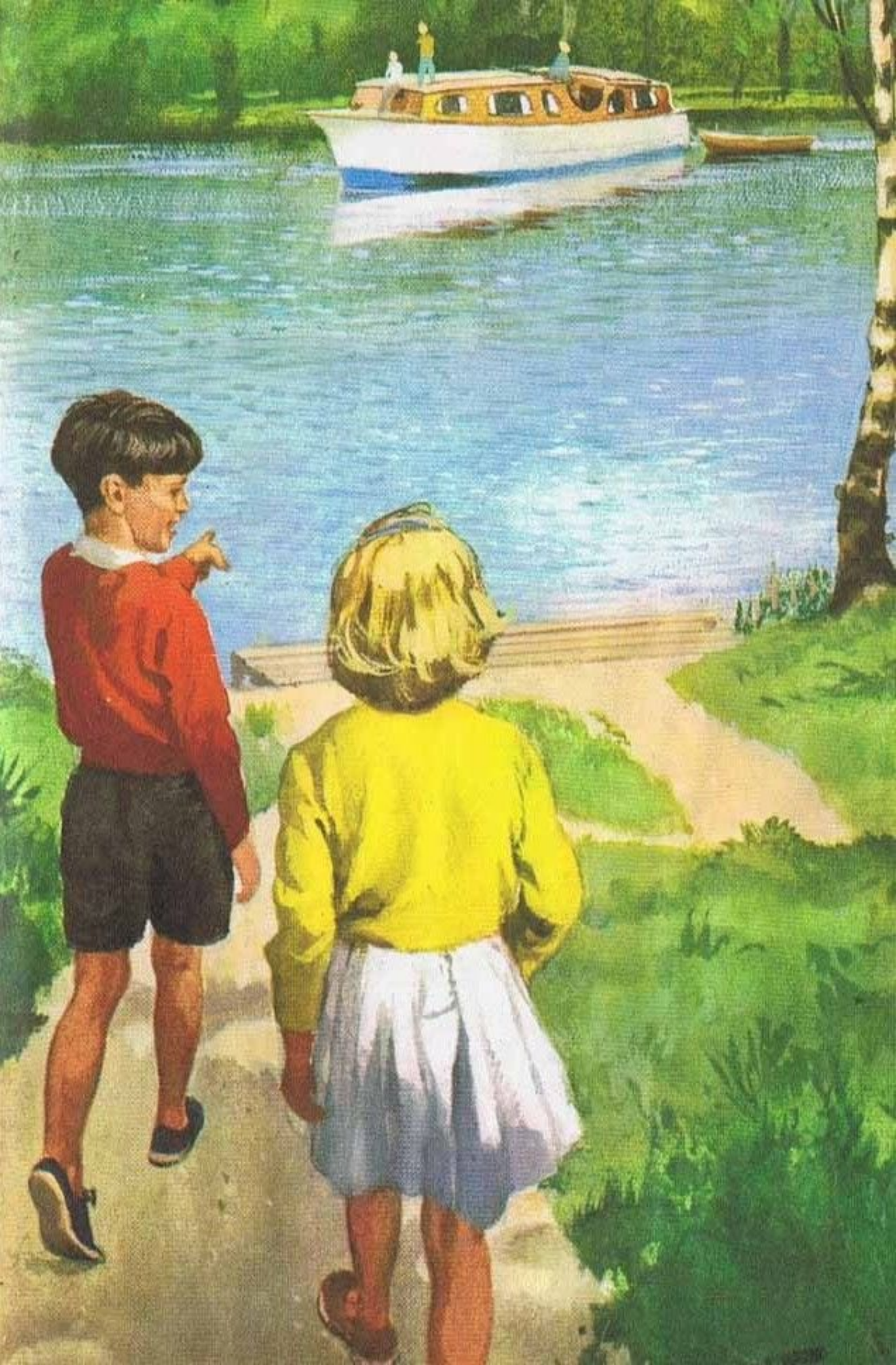
Peter points to the water. "There it is," he says. "I said so. You can see it down there."

"We must go down now," says Jane. "Come on, let us run down to the water."

Copy out and complete—

1. They g—t to the top of the hill.
2. "There —t —s," says Peter.
3. "I can —ee it," says Jane.
4. She says, "We must go down —ow."

The answers are on Page 48



Peter and Jane run down to the water. They soon get there. Then the other children on the house-boat see Peter and Jane.

"Daddy will come and get you in our little boat," says Sam.

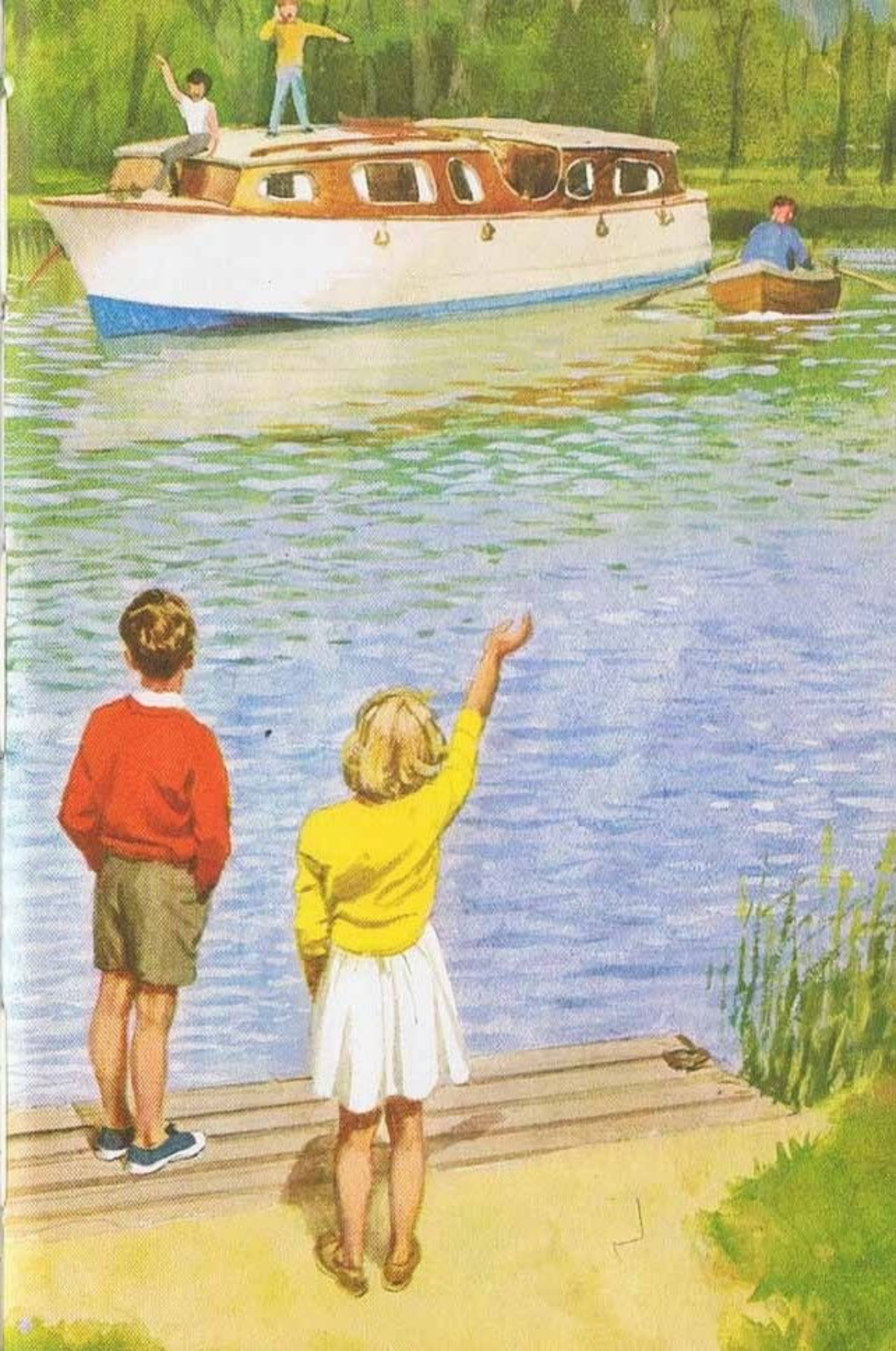
Peter and Jane see Sam's daddy get into the little boat.

"Here he comes," says Peter. "He will take us to the house-boat."

Copy out and complete –

1. Bess and Sam are —n the house-boat.
2. Peter and Jane —ook at the boat.
3. "Daddy will come and —et you," says Sam.
4. Peter says "He will —ake us to the house-boat."

The answers are on Page 49



Jane and Peter are with Sam's daddy in the little boat. They will soon be on the house-boat with Sam and Bess.

"It is a big boat," says Jane. "I like it."

"It is good of you to ask us to come," says Peter to Sam's daddy.

"We like to have you with us," he says. "You must come again."

Copy out and complete—

1. Peter and Jane are —n the water.
2. Sam's —addy has a little boat.
3. The house-boat is a —ig —oat.
4. Peter and Jane —ike the house-boat.

The answers are on Page 49

The four children are on the big boat. The girls look on, as the boys fish.

Sam has a fish in his hand. "This makes five," he says.

"Some girls fish," says Bess, "but I do not like to."

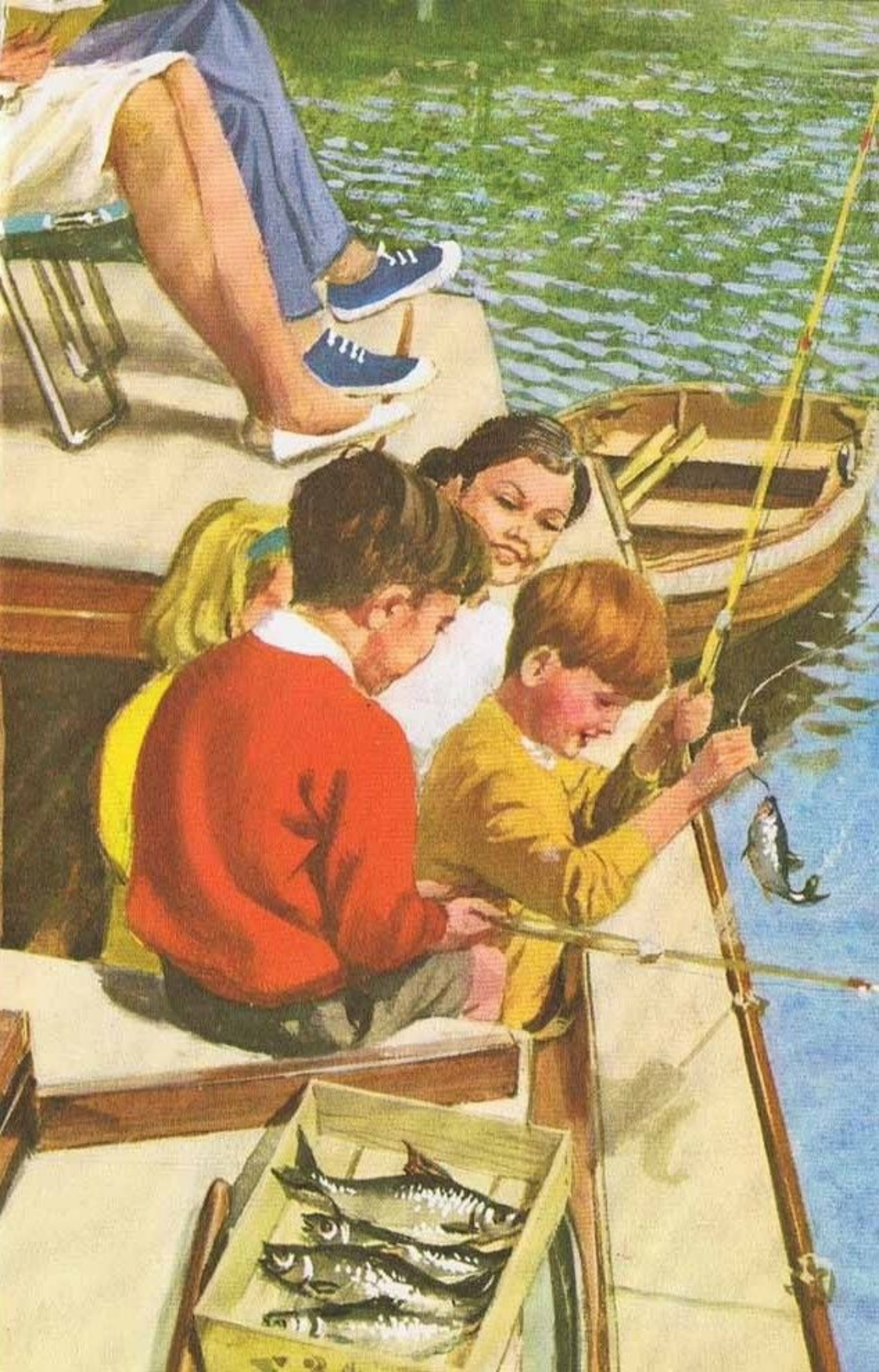
"No," says Jane, "I do not want to fish. Let the boys do the work."

Sam's mummy and daddy sit on chairs in the sun.

Copy out and complete—

1. The girls —o —ot like to fish.
2. Sam has a fish in —is —and.
3. The boys have —ive —ish.
4. Sam's mummy and daddy —it in the —un.

The answers are on Page 49



Jane helps Bess and her mummy to get the tea. She likes to do this.

The two boys play on the house-boat.

Peter says he is the look-out. "I see some more boats from here," he says.

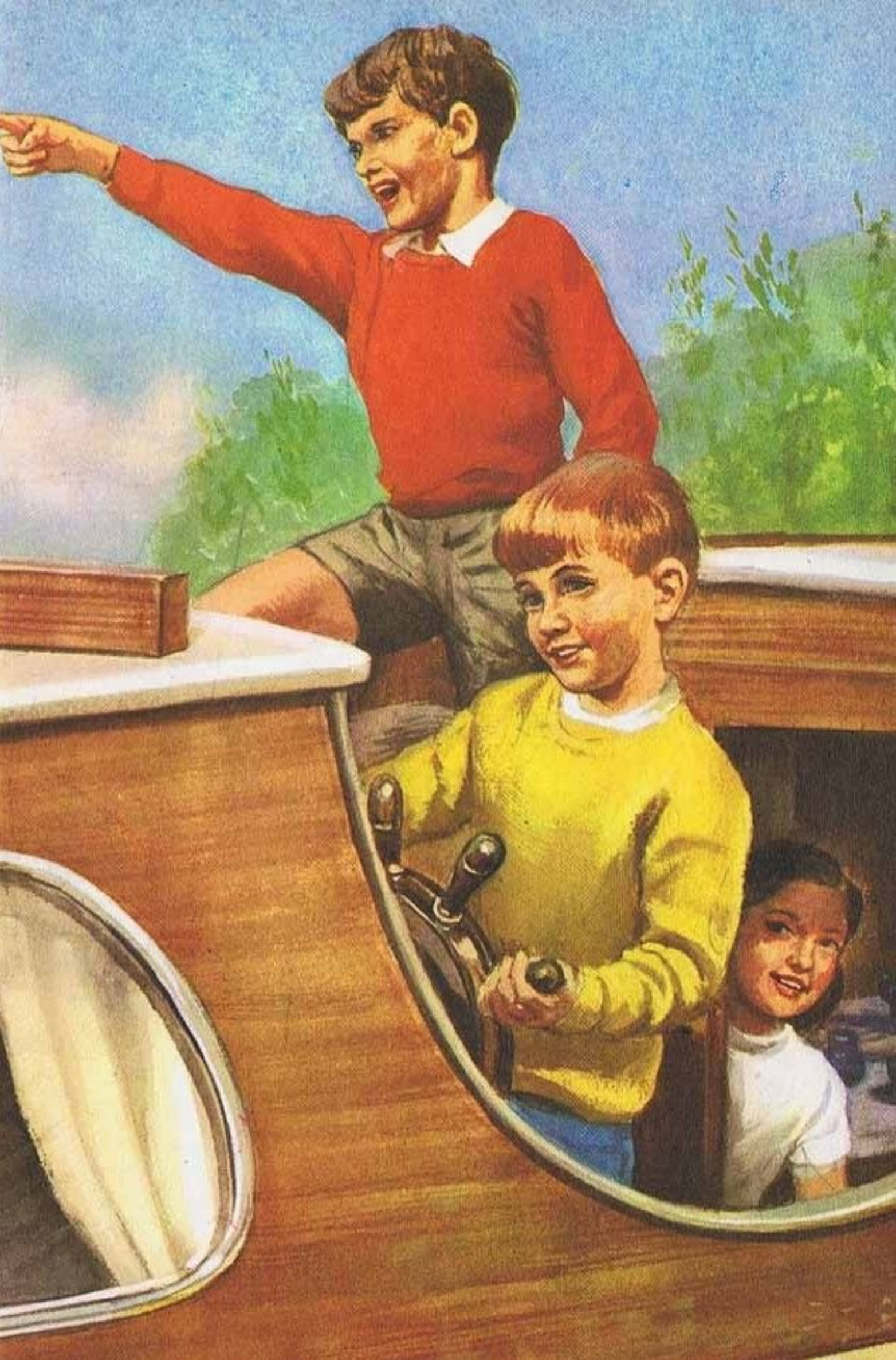
Sam says "Look at me. I can make the boat go."

Bess looks out. "Come in for tea," she says.

Copy out and complete—

1. Jane —elps to get the —ea.
2. "I will —e the look-out," says Peter.
3. Sam says "Look —t —e."
4. Bess says "—ome in for tea."

The answers are on Page 50



They eat eggs or fish for tea. After they have had tea, Sam's daddy says that they are going to the shops. He gives the children some money.

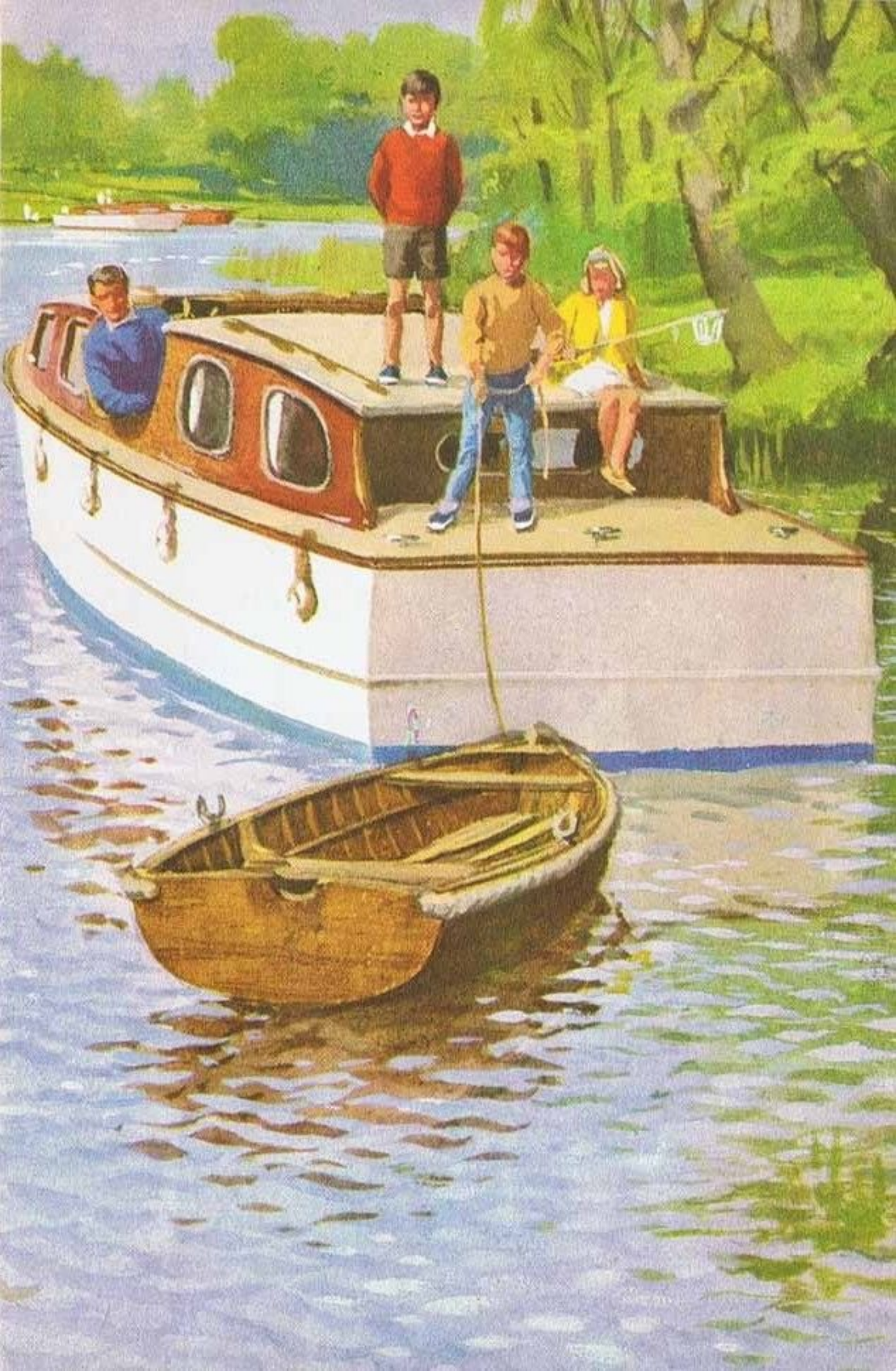
"Help me start the boat," he says to the boys. Sam and Peter pull in the little boat.

Sam's daddy starts the big boat, and soon it is going by the other boats.

Copy out and complete—

1. I like to eat —ggs.
2. "Let —s help Daddy," says Sam.
3. Sam's —addy starts the boat.
4. Jane has a —et.

The answers are on Page 50



Sam says that one afternoon he saw a little boy in danger in the water. "I ran to get some men to help," he says.

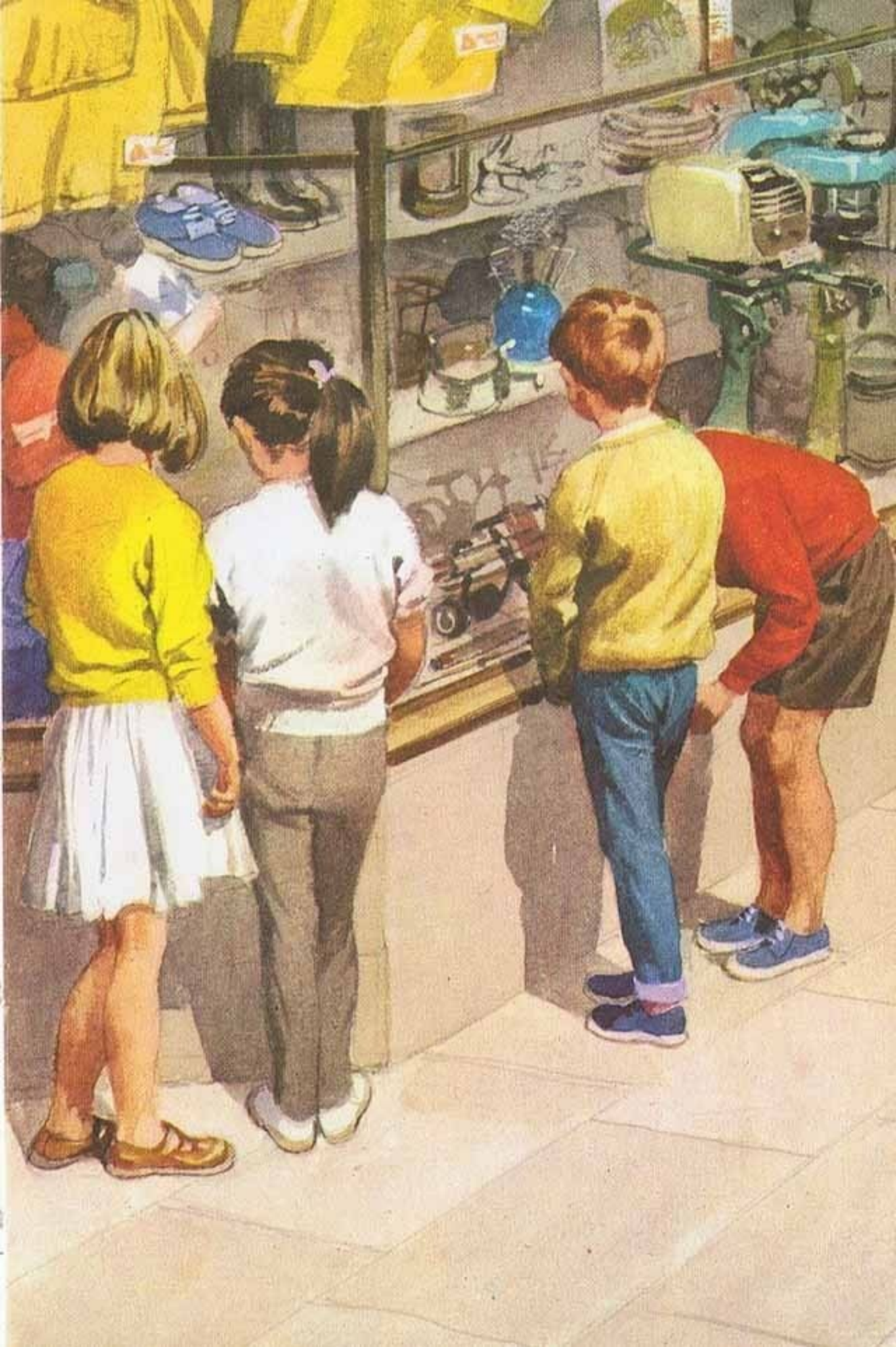
"I was there," says Bess. "I saw the men pull the little boy out of the water."

Soon they all come to the shops. They look in the windows and then they go into a shop.

Copy out and complete—

1. Sam —aw the little boy.
2. The —oy was in the water.
3. "I ran to g—t some m—n," Sam says.
4. Bess says "I saw the men —elp the boy.

The answers are on Page 50



They are all in the shop. Bess wants a hat for the boat. The girl in the shop has four or five hats that Bess likes.

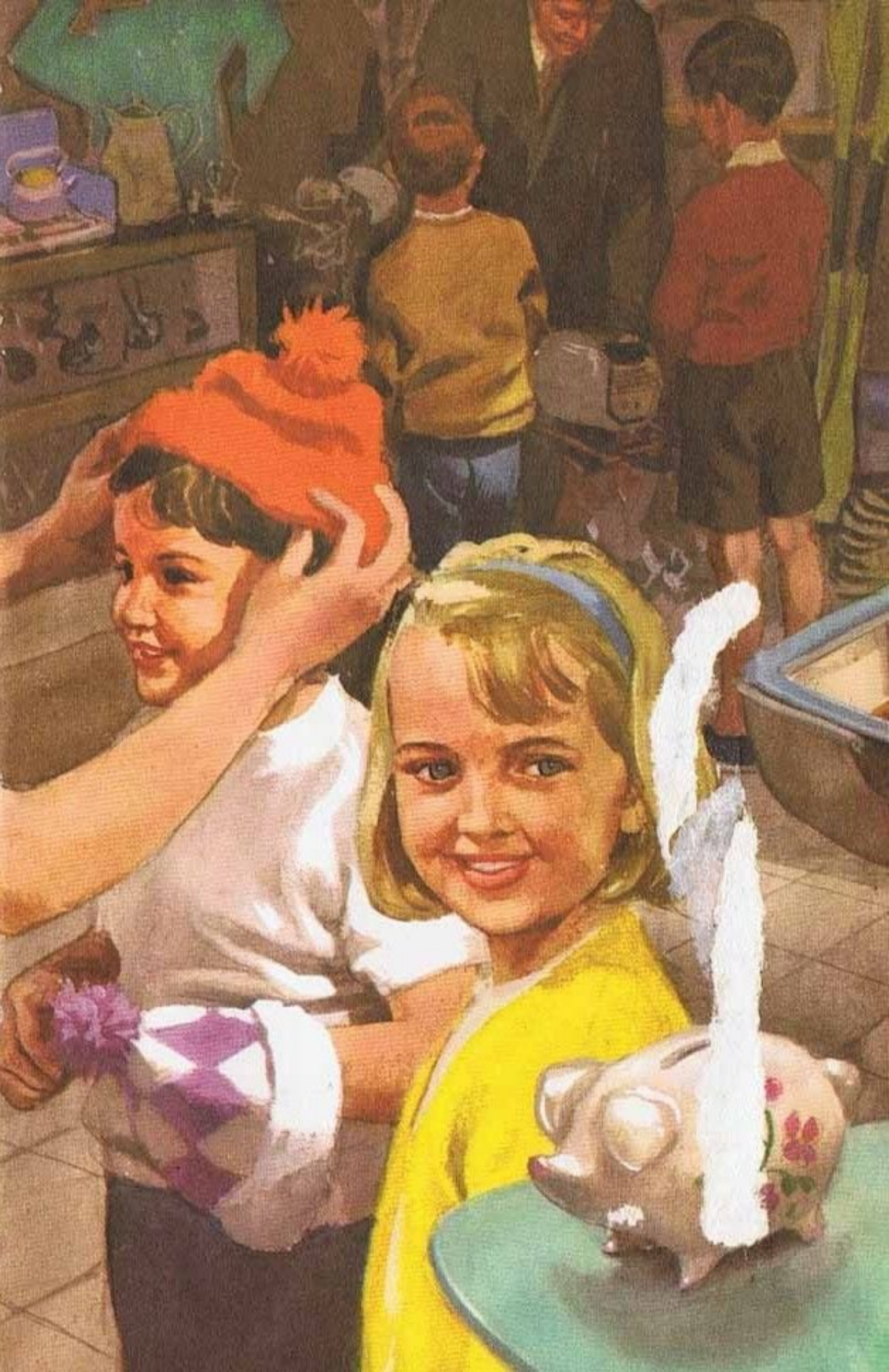
Jane sees a little pig in the shop. "Look," she says to Bess, "you can put money in this little pig."

The boys look at things for boats. They talk to the man in the shop about them.

Copy out and complete—

1. Bess wants a —at.
2. You —an put —oney in the pig.
3. The boys are —n the shop.
4. They look at things —or boats.

The answers are on Page 50



Pages 48 to 50 give the answers to the written exercises in the book.

Page 28

1 Peter and Jane will go by bus.

2 The girl is Bess.

3 The boy is Sam.

4 Peter and Jane like Sam and Bess.

Page 30

1 Peter says "Here is the bus."

2 It is going up the street.

3 They get off the bus.

4 They walk up the hill.

Page 32

1 They get to the top of the hill.

2 "There it is," says Peter.

3 "I can see it," says Jane.

4 She says "We must go down now."

Page 34

1 Bess and Sam are on the house-boat.

2 Peter and Jane look at the boat.

3 "Daddy will come and get you," says Sam.

4 Peter says "He will take us to the house-boat."

Page 36

1 Peter and Jane are on the water.

2 Sam's daddy has a little boat.

3 The house-boat is a big boat.

4 Peter and Jane like the house-boat.

Page 38

1 The girls do not like to fish.

2 Sam has a fish in his hand.

3 The boys have five fish.

4 Sam's mummy and daddy sit in the sun.

Page 40

1 Jane helps to get the tea.
2 "I will be the look-out," says Peter.
3 Sam says "Look at me."
4 Bess says "Come in for tea."

Page 42

1 I like to eat eggs.
2 "Let us help Daddy," says Sam.
3 Sam's daddy starts the boat.
4 Jane has a net.

Page 44

1 Sam saw the little boy.
2 The boy was in the water.
3 "I ran to get some men," Sam says.
4 Bess says "I saw the men help the boy."

Page 46

1 Bess wants a hat.
2 You can put money in the pig.
3 The boys are in the shop.
4 They look at things for boats.

Revision—

a	e	i	o	u
apple	egg	is	on	us
as	elephant	in	off	up
at	entrance	ink	orange	under
an	exit	inch	ostrich	umbrella
and		insect	ox	umpire
away		Indian	otter	

d	g	l	n
dog	get	let	net
doll	game	leg	nest
door	gate	letter	nine
duck	girl	log	no
Daddy	goose	look	not
	gun	lorry	now
			nurse

Sounds from Book 4c

a b c f h m s t

Now read Book 6a

Words used

This Book 5c provides the link with writing for the words in the Readers 5a and 5b in the Ladybird Key Words Reading Scheme. It also develops the phonic approach introduced in Book 4c.

All the 46 new words in the parallel Readers 5a and 5b are used in this Book 5c, together with the extra words in Book 4c selected to assist phonic training.

Additional words used in the phonic section of this book are as follows—

Key Words: doll, door, egg, entrance, exit, hot, ink, under, when.

Other words : Bess, Bob, cut, Dan, duck, elephant, fit, gate, goose, gun, ham, hut, inch, Indian, insect, Jill, leg, log, lorry, nest, net, nine, nurse, orange, ostrich, otter, ox, Sam, start, Tom, tin, umbrella, umpire.

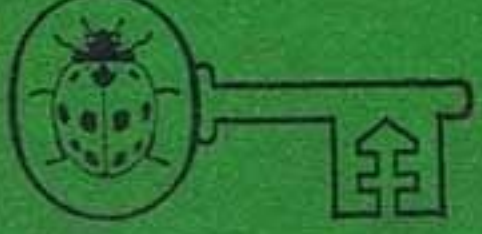
Learning by sounds

If children learn the sounds of letters and how to blend them with other letter sounds, or with phonograms, they can tackle new words independently.

Not all English words can be learned in this way, so care should be taken to give phonic training on phonic words. In the *initial stages* it is best if these phonic words are already known to the learner.

In general, a 'mixed' approach to reading is recommended, *i.e.*, regular words are taught phonetically, and irregular words by look-and-say, whole word or sentence methods.

a b c d e f g h i j k l m n
o p q r s t u v w x y z
A B C D E F G H I J K L
M N O P Q R S T U V
W X Y Z



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